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HARVARD UNIVERSITY



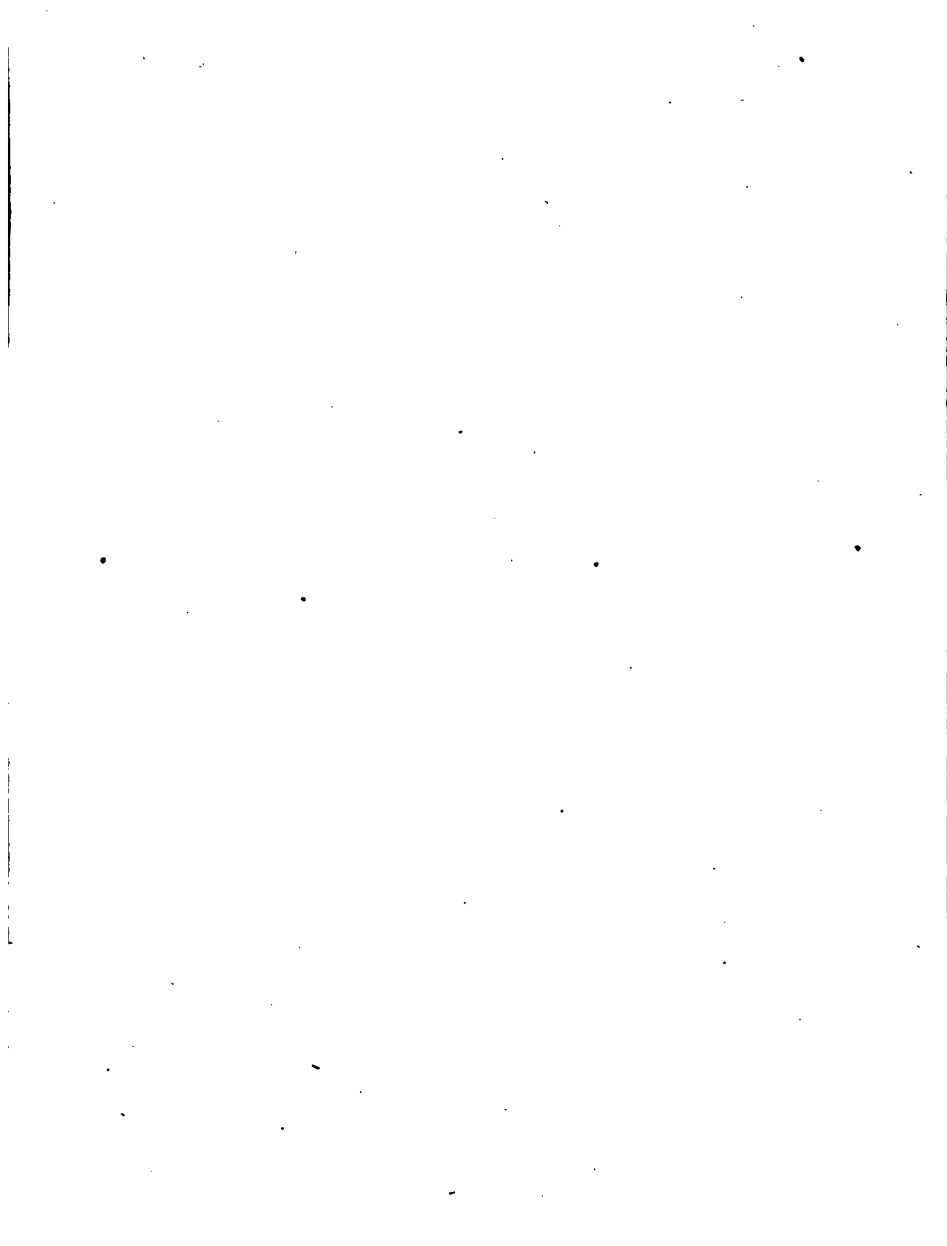
**LIBRARY OF THE
GRADUATE SCHOOL
OF EDUCATION**

A MANUAL
OF
The System of Discipline and Instruction,
FOR
THE SCHOOLS
OF
THE PUBLIC SCHOOL SOCIETY
OF
NEW-YORK,
INSTITUTED IN THE YEAR 1805.

NEW-YORK:
EGBERT, HOVEY & KING, PRINTERS, 374 PEARL-STREET,

(SUCCESSORS TO MAHLON DAY'S PRESS.)

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MANUAL, &c.

GOVERNMENT.

MILDNESS, vigilance, and decision, are the characteristics of good government. In codes of discipline, "the law of kindness," is as invariable in its influence, as are the laws of nature; but it requires judgment and prudence in its application. Vigilance has been called "the strongest arm of the law." It has one other strong arm—"the law of kindness,"—which, by a moral force, persuades to duty, and insensibly compels to obey. Decision gives stability to government;—while vigilance prevents the occurrence of evil. A spirit of kindness adds a genial influence to both; preventing either from being abused—by enabling the reasoning faculties to be successfully addressed, and the enlightened conscience to be convinced of wrong. Hence, punishment is more likely to be justly and judiciously administered; for, firmness will not, then, run into tyranny—nor vigilance be exercised in a spirit of espionage. Thus, it will be found, that *mildness*, *vigilance*, and *decision*, with *firmness*, make up the "all in all," of the discipline and government of a school; and, if properly blended, must secure success under all circumstances.

The Teacher must begin his government with the discipline of himself. "He that ruleth his own spirit, is better than he that taketh a city." When he has obtained this victory, he is prepared to govern others. Children are so much the creatures of imitation, that it is all important, that they have a good model. "As is the teacher, so will be the school." It is therefore requisite, that the teacher rigidly discipline himself, by care-

fully cultivating habits of neatness, cleanliness and order, gentleness of manner, a watchful self-control, and a cheerful spirit. If the light of the sun be needful to diffuse comfort and physical energy throughout a school,—no less important, from the power of its moral influence, is the light of a cheerful countenance, with pleasing tones of voice, and activity and earnestness of manner. These are grand essentials, therefore, in the moral atmosphere of a school. In speaking, let the use of the rising inflection prevail; then, the falling inflection of the voice of reproof will be more felt, and better understood.

Encouragement inspires confidence, and children more than others, need it. Let it be given, in all cases when it can be honestly done. To a want of this sort of management, is to be ascribed the timidity and reserve, so often evidenced among pupils, by a hesitating manner, a low voice, and a tone of inquiry in response—especially before strangers; while a proper degree of encouragement will make them confident and spirited, eager to tell all they know, and in an audible tone of voice—all the while watchful for an opportunity to reply. Encouragement has a magic charm to influence mental and moral improvement.

In the regular orders of command, the teacher's voice should seldom, or never be heard. Approbation, and displeasure too, may very often be as well expressed by looks and gestures, as by words; and sometimes better. Such is the language of nature, and the medium of the first moral lessons of infancy,—and therefore well understood. In giving orders, signs are always preferable to words. A gentle tap on the desk with the forefinger, a single and slight sound of the bell, or a slight clap of the hands, will sooner command and fix attention, than noise or blustering. Gentle sounds act by sympathy on the nervous system, and enforce silence and order, when once the school is used to such a mode of discipline. But noise is never effectually prevented by noise; or, if thus repressed, it is only for the mo-

ment; and it returns—as a spring recoils, on the removal of a weight. “A silent teacher makes a silent school.”

It is important, that teachers be well acquainted with the names of their pupils. The right use of such a knowledge is an aid in discipline. In the *business* of a school, when publicly spoken to, or at roll call, scholars should, by preference, be addressed by their given and surnames. Any formal address at such times, such as “master,” or “miss,” “young ladies,” or “young gentlemen,” should be avoided: nor should they be *publicly* addressed in a familiar style, by any epithets of endearment—such as “my son,” “my child,” “my dear,” &c. The same remark applies in the class room, where they are, however, less objectionable. Such modes of address are seldom allowable—as they tend to lower that respect which good discipline requires. Nevertheless, the teacher should seek, and will find, opportunities better suited to win the favor and affection of his pupils. In a word, experience will convince, that the plain salutation of “boys,” “girls,” is better adapted to general purposes, in the business of a school, and will always more immediately command and fix the attention of the whole. On this subject, however, the best rule is, to use signs, instead of words; by which, time and trouble will be saved, and the purpose sooner effected. For this end, almost the only audible command given, should be “Look!”—when that is obeyed, signals will be sufficient for almost every purpose. Observe that every exercise commence from entire silence and order: then, due vigilance will carry order and quiet through the whole exercise.

Mutual good will and confidence, should be maintained between all the grades of teachers conducting a school. The government, especially in a large school, cannot well be sustained without this. Whoever may be entrusted with the general order for the time being, either in the main room, or in a class room, should be subject to no interference from a superior—not even from the principal himself. But, whenever

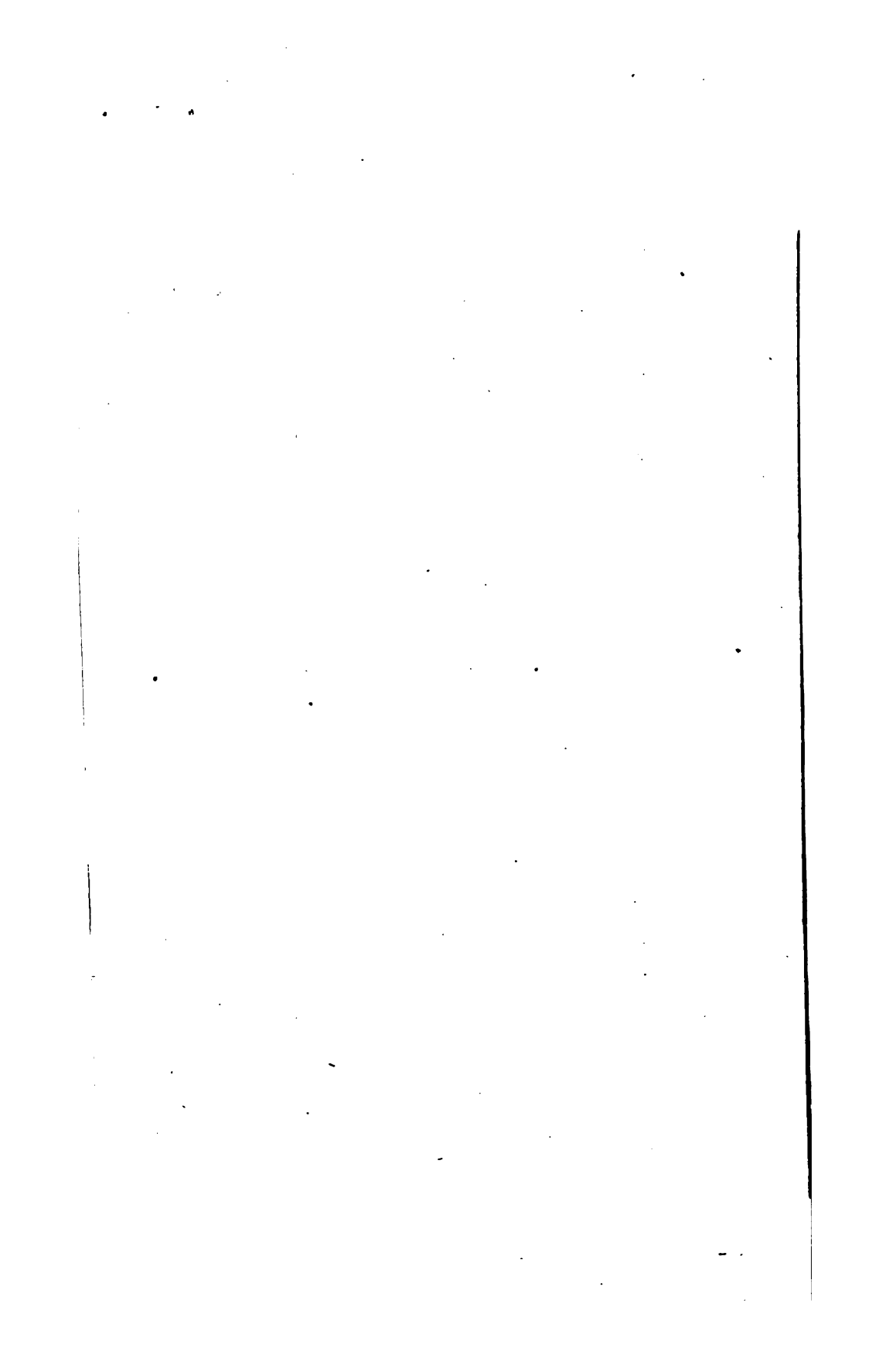
circumstances require it, the wishes of the superior should be expressed through the one, for the time being in authority ; or, that one should be required to stand aside, and the other should take his place for the purpose. Two cannot govern at a time. A direct interference with the government of a subordinate, weakens respect for the office, with which he is invested. By due attention to this important rule, the school will respect whoever may be the representative of the principal. This subordination on the part of *all*, will make a strong government, and prevent the confusion and inattention, so often observable in large schools, where teachers of several grades are employed. It will also prevent, or at least neutralize, the mistaken spirit of independence, always felt by the young, and generally by those in subordinate rank,—and, thereby, promote a cheerful obedience to orders, and a submission to all the rules. For want of carrying out this principle, there is, too often, much embarrassment thrown around the operations and management of a school.

Firmness is the most important qualification of a teacher. Mildness and vigilance will do much ; but good government cannot be maintained, without firmness. It belongs to *firmness*, to teach the lawless to obey. The teacher must carry his purpose. He must teach obedience to authority—mildly if he can ; but it is all-important that he teach *obedience*. It touches the pupil's own deep interest ; the teacher owes it to himself, and to society, that has invested him with his high and responsible office.

Volumes have been written, (and teachers would do well to read them,) upon the discipline and government of schools,—detailing rules of management, applicable to the ever varying circumstances of the little world committed to the teacher's trust. But they are all summed up in the foregoing, which will be found to contain the only basis of right government, and the best elements of good order : and, if carried out, will insure success.

In the practical application, therefore, of the foregoing principles, you should be mild, vigilant, and firm,—cheerful, active, and earnest,—brief and quiet in giving orders. Such methods will best influence the young. Always be uniform in discipline. Teach by example a respect for the rights of others. In these things persevere, and you will see great effects. By all means avoid threatening. Think twice before you speak, and then remember well, *what* you have said,—and subsequent reflection will never give occasions for the vain regrets of “had I known it,” or “had I *thought* of it.” Be not discouraged : what is difficult to-day, may be easy to-morrow : to think so, will do much towards making it so. Watch your school, for it watches you. The eye saves work to the hands. The teacher’s eye will do more work, (and do it more effectually,) than his hands. It cannot be too often remembered, that the eye has great influence in the government of a school. Yet, this never-failing vigilance should not seem to be with the eye of suspicion,—but should be straight-forward, open, and understood. For, though the pupils ought to be conscious, that, while in the teacher’s *presence*, his *vigilance* will discern their orderly or disorderly conduct,—they should *feel*, when out of his presence, that they have the teacher’s *confidence*. If *watched* when out of sight, it should be by arrangements, that may seem natural and incidental : for, as honesty and integrity are strengthened by confidence, and opportunities of trust,—so also, are falsehood and deceit, too often, the fruits of suspicion and espionage. This principle may be called the balance of government : let the teacher see that it is always nicely adjusted.

Thus, by the proper exercise of firmness and decision, with the constant practice of vigilance and mildness, the alternative of corporal punishment may be very much avoided. Yet, every precaution should be taken, lest resort be had to objectionable substitutes for the use of the rod ; some of which may be equally painful to the corporeal system—sometimes more



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than cords. These are errors, seldom perceived, and felt to be such, except, by those that have had much experience in the government of children.

It is, also, somewhat important, that scholars be taught, that the little words *this* and *that*, *these* and *those*, *here* and *there*, &c., always require, that they *look* immediately at the speaker: they should fully understand that these words generally imply a signal—(pointing, &c.). Timely instructions on these seemingly trifling points, will remove a burden of little perplexities, constantly interfering with the management of the school.

Cleanliness, method, and order, are among the first and most necessary elements of popular education. Let effectual provision be made for these,—and every good rule be enforced, both without and within the school-room: yet be careful that extreme attention to them do not hinder instruction; for, either may be carried to excess. A due attention, however, to method, will give a right direction in practice, to these important points. As cleanliness is valuable, both as a physical and moral means, in training youth, let it be constantly, not periodically attended to,—and practised daily, for its own sake.

Education is unfinished, while the physical powers are left untrained. Teach children to sit, to stand, to move, to walk. The rules are few and simple; and these are the more easily enforced, from the fact, that “children are the nicest observers in the world.” Be reminded *again*, that they are always looking at you, and that they imitate what they see. They should, therefore, see nothing that they may not safely imitate. Do every thing moderately and quietly, yet always with *earnestness*.—There is philosophy in school-government. Even reproof, may be so given, as not to be understood by children. They wait for decided tones, and expressive and earnest looks, before they are influenced to feel or act. Therefore, be careful to throw earnestness and decision into your voice and manner, without the appearance of passion. Here, the falling inflection will be

to the purpose ; and, though expressive of displeasure, there will be no danger of making wrong impressions, if the teacher is in the habit of dealing with his pupils in a *spirit of kindness*. Let no circumstances betray you into a show of selfishness ; for, it has been justly said, that “children often learn from teachers and parents, to love no one.”

One of the best means of moral development, is, early to impart to children a knowledge of the benevolence of the Deity, as manifested in his works. Contrast this with the selfishness they may observe in their own hearts, and which is often seen in their actions—and you prepare a tablet, on which, you may the more easily impress all the precepts of virtue.

This chapter on Government, as it contains the most important principles, and choicest maxims, in compendium, is earnestly recommended to all for whom this manual is intended.

REGULATIONS BY THE CLOCK.

PUNCTUALITY is the life of business : but, nowhere, is it of more importance, than in the business of school-keeping. The teacher's own punctuality is first—as, from its powerful influence, it becomes the life of the school : therefore, nothing but absolute necessity, should cause any delay, especially at the opening of it. This, followed by regularity and precision in the change of exercises, and exact punctuality in closing school, will be among the best means of enabling a teacher, amidst many difficulties, to manage with success.

Somewhere near the clock, should be placed the following motto—“A time for every thing, and every thing in its time ;” and, in all the exercises and operations of the school, the principle it presents, should be strictly enforced. Therefore, the duty of the teacher is, to see that the school-clock agrees with

whatever regulates the neighborhood of the school-house. Should the clock not show the true time, (even though the difference be small,) the teacher should not fail to state the fact to the pupils, lest they may suppose there was an allowed departure from punctuality. Let not this be thought over-nice—experience will prove its benefits, in a gain of time, and the inculcation of a spirit of diligence and punctuality. In the Public School buildings, where there are several departments, care should be taken, that all the clocks be made to agree with that of the male department.

The change of exercises according to the stated diary of the school, should, with the greatest possible precision, be regulated by the time of the clock; and no delay should be allowed beyond the set time. Every class, therefore, in the main room, or class-room, should obey the signal with absolute promptitude and precision. In closing school, the same exactness should be observed, as in opening; and any deviation therefrom, should be explained, out of regard to the rights of the pupils. They will thus be taught to respect the rights of others, (in itself an important principle,) and will, moreover, be conciliated by the respect shown to theirs. An exception to this may very properly be allowed, as a penalty for idleness in school, or tardiness in coming. The moments of school-time are as the dust of gold: though but modicums, they are valuable. Let the economy of the school be such, if possible, as to save them all. Attention to the time of the clock, will prove a great means of effecting this great end.

VENTILATION.

STRICT attention should be paid to all the means provided for temperature and ventilation. During the season of fires, the thermometer should be watched,—and the ventilating flues, windows, doors, and stoves, should be constantly attended to,—and every precaution taken, to give as pure an atmosphere to the school-room, as circumstances will allow. This is not only necessary, for a proper and free exercise of the physical powers,—but it will be found greatly to influence every mental exercise; for, both will partake of either languor, or vigor, according as ventilation is neglected, or duly attended to. In warm weather, the upper sashes should be down during school-hours, and allowed to remain open about four inches during the night,—except, that on the occasion of a storm, the windows against which it beats, may be closed. In winter, excepting when the weather is exceedingly cold and piercing, it may be of advantage, to have two or more of the upper sashes down about an inch during the night; but these as well as the doors should be closed before kindling the fires. Two or more of the upper sashes should be drawn down at the end of the first half hour after opening school,—and again, for a short time at each successive half hour,—and whenever the thermometer rises to 70 degrees. At all seasons, the windows and doors should be thrown wide open for a few minutes during each recess, while the scholars are in the yard. The teacher should be careful to require all the scholars to go out, except such as may reasonably be excused on account of infirmity or sickness; and even these should be required to change their places, and to exercise themselves by walking to and fro in the school-room. At all seasons, at the close of school, all the doors and windows should be opened for a few minutes, in order that a pure atmosphere

may be admitted and retained during the noon-time recess, or at night. A thermometrical diary must be kept during the winter season, and the temperature of the room noted at the opening, middle, and close, of each daily session. Further directions on this point are given in the instructions for making fires. The window-blinds and curtains are for the purpose of guarding against the sunshine, or observation from without. They should, therefore, be so managed, as only to exclude the direct rays of the sun, and kept open or shut accordingly. When required as a screen from observation, they should extend no farther than necessary for that purpose. Attention to these rules will give an air of cheerfulness within, so congenial to the young. It is important, that this fact be impressed on all—that air, and light, are grand essentials in a school-room: let the first be freely admitted—and the second never causelessly excluded.

F I R E S .

THE ashes should be taken from the stoves in the morning only, leaving a layer of one inch in depth: then proceed to build with the materials after the following manner. Place one large stick on each side; in the space between them, place the kindling wood; and above it, the small wood, somewhat crosswise; then, set fire to the kindling, and close the stove door. See that the draught is cleared of ashes, or other obstructions; and that the dampers are properly adjusted; (these are generally so arranged, as to open the draught when the handle is parallel with the pipe). If the materials have been laid according to the foregoing directions, the combustion will be free. Should the temperature of the room be as low as 40°, fill the stove with wood. Under ordinary cir-

cumstances, in thirty-five minutes the temperature will be raised to 60 degrees,—at which point it should certainly be, at the time of opening school; when the stove may be supplied with one or two large sticks. At all times, before supplying wood, draw forward the brands and coals with the fire hook. If there should be too much fire, open the stove door, and if necessary, turn the damper,—or, what may be better for economy, effectually close the draft at the stove door with ashes. By attention to all these directions, the temperature may be maintained, the wood entirely consumed, and the thermometer stand at 60 degrees, at the close of the school; which is desirable in cold weather, so as not to subject the pupils to too sudden a change of temperature on going into the open air. The evaporating pan should be kept *clean*, and filled with water when in use. In damp rooms it is not needed,—nor in damp weather:—but it should be emptied, and wiped dry, before it is set aside.

FUEL.

THE Principal of the male department of the upper schools, and the Teachers of Primary Schools, should give a receipt for all fuel received at the building, record the amount in a book, and make a return of the same to the examining Committee; for which, provision will be made in the usual blank form furnished them. They should also supply the sawyer, with measures to which the wood should be cut for all the stoves. Let the wood be sufficiently short, to admit of the door's closing freely. If it is of ordinary length, it will, by *once* cutting, give *one* length suited to the large stoves, and *one* of sufficient length for the smaller ones. Should the wood run longer than ordinary, *one-eighth* of it, (taking the smallest in size,) must be cut to suitable lengths, for the small stoves. One load of pine wood, for kind-

ling, will be found sufficient for one department,—as also for a Primary School. This should be cut in lengths of about eight inches. In the Upper Schools, it can be split by the fire-makers as needed ; but, for the Primaries, it should be split quite fine before it is carried in. Piling the wood will require care and watching, to see that it lies close, and is cross piled, so as to prevent pressure against the sides of the wood-house. Faithful attention to piling, will save much time and trouble in getting the wood for daily use ; as well as, secure the wood-house from damage. The small and short wood should, by no means, be piled separately,—but be regularly mixed with the long and large wood : by this means, the small wood will last the season, and be used without waste. This, also, will allow of the wood being taken off from top to bottom, by tiers or rows—which should always be done ; as it saves time, by preserving the wood-house in order—and inculcates neatness, and method, in the practice of domestic economy. Before receiving wood again for the season, the wood-house should be cleared,—and what remains be so piled, as to be the first burned at the ensuing season.

SWEEPING AND DUSTING.

For a large room, or one department of a Public School building, six brooms will be found sufficient to be in use. When half worn, they will serve for sweeping the yard ; and when well worn down in that service, will still be useful for scrubbing, with water or sand ; and, if properly used by the sweepers, will be evenly worn to the last. Before sweeping, pull down the upper sashes, and raise the under ones. Let the sweepers be arranged, one to each passage between the desks,—and, beginning at the windward side, sweep the dirt before them, till it is carried forward to the opposite side of the room. The broom should rest square on the floor, and, with the mo-

tion used in raking hay, should be drawn towards the sweeper, without flinging it outwards, or upwards, which raises unnecessary dust, and wears the broom irregularly. The dirt, when taken up, should be carried into the *middle of the street*. The dusting is to be done in the same regular manner, allowing a suitable interval after sweeping. If at noon, dusting should be done shortly before school time; if at night, dust the next morning. In out-door sweeping, the same rule is to be followed—the sweepers going in ranks, and sweeping from the windward. Let the scrubbing be done by a similar method. When once acquainted with these methodical plans, the cleaners will do the work, not only more effectually, but with more satisfaction and ease to themselves—and being a part of domestic economy, it will be, so far, an advantage to understand how to do it well.

RECORDS.

WELL kept records, indicate a well kept school. They say much for the teacher, and do much for the scholar; for, if the records are rightly adapted to the end, they become incentives both to teacher and scholar. And, in Common Schools, (where reports are rendered necessary by legal requirement,) they are a source of satisfaction to the Teacher, and Committee-men,—besides being a saving to them, of much trouble and perplexity. For these ends, therefore, they should be kept with care and accuracy, and by no means be allowed *to get behind-hand*: thus only, will the teacher be enabled readily, and at all times, to give satisfactory information relative to the state and progress of the school.

The School Records should be few, plain, and simple; and so arranged, as neither to burden or embarrass the teacher,—nor require any explanation from him.

The following is a list of the necessary records, both for the

Primary, and Upper Schools ; and annexed, are the proper forms for them ; as also, the blanks for reporting.

1. *Register.*
2. *Roll or Attendance Book.*
3. *Class Book, (or Record of Lessons and Conduct.)*
4. *Weekly Report Book.*
5. *Yearly Statistic Record Book.*

"THE SCHOOL REGISTER" records the scholar's name, age, date of entrance, and class entered, parent's name and occupation, date of progress through the classes and studies, time of *discharge*, and cause thereof.

"THE ROLL BOOK" records the name, residence, daily attendance, and cause of absence,—and should constantly present to view, the original entry of age, date of entrance, and class entered.

"THE CLASS BOOK" records the merit and demerit marks, and the lessons recited.

"THE WEEKLY REPORT BOOK" exhibits the daily number in attendance, weekly *average attendance*, number entered and discharged, and number on register at date.

"THE YEARLY STATISTIC RECORD" presents on a single page, a tabular view of the progress and operations of the school for the year ; and shows in detail, the monthly and quarterly sum-totals of entrances, discharges, and promotions,—and the quarterly and annual register number, and average attendance. The blank forms for reporting, should be adapted to the school records.

Observe—that it is important, that all records, reports, and school documents, should be dated, and signed. Make it a standing rule, to fill *every blank*, especially those in the headings of records and reports ; and distinctly endorse every paper, folding it in the most convenient form for filing ; viz. if half a sheet of cap paper, fold it twice across the width of the paper ; if a fourth of a sheet, fold it once across. The endorsements to be thus :—No. B. (for Boys,) G. (for Girls,) P. D. (Primary Department,) P. (Primary.)

PUBLIC SCHOOL REGISTER.

DATE.	SCHOLARS' NAMES.	Age.	PARENTS' NAMES.	Occupation.	Classes entered and date of progress.										DISCHARGED, and Cause thereof.				
					Reading.	Compound Rules.	Rule of Three.	Writing on Paper.	Higher Geogra.	Astronomy.	History.	Grammar.	Composition.	Algebra.		Geometry.	Trigonometry.	Book-keeping.	
					5	6	7	8	9										

The sixth class is to include the four simple rules in Arithmetic, and the first elements and outlines of Geography. Hence, to note one promotion to the Compound Rules, and one to the Rule of Three, and one to the higher Geography, is all that is necessary in these branches.

REGISTER, PRIMARY SCHOOL, NO. ()

No.	DATE.	SCHOLARS' NAMES.	PARENTS' NAMES.	OCCUPATION.	Class entered and date of progress.						DISCHARGE and Cause thereof.
					1	2	3	4	5	6	

The names are not numbered in the Register for the Upper Schools,—but it is alphabeted on the margin, for the purpose of reference. With the Primary School Register, is a separate alphabeted list of the Scholars, with the numbers opposite the names.

Attendance of

[illegible]

* P. S. Public School, P. D. Primary Department, P. Primary, W. Ward, Pr. Private.

The above occupies the left hand page, and the right hand page contains the columns for two months. So that the open book exhibits the entire quarter.

To the Board of Trustees of the Public School Society.

School Section, No. _____ respectfully report that:

Public Schools No.	Upper Schools.		Primary Depart.		Primary Schools under the care of Section No.	Total.
	Boys.	Girls.	Boys.	Girls.		
At the commencement of the last quarter, there were on the Registers of the several schools						
During the quarter there have been admitted						
During the quarter there have been discharged						
Leaving on Register the of 18						
The average daily attendance has been						
The average of corresponding date last year						
Making an increase of						
" a decrease of						

Since the last Report, the Schools have been visited by the members of Section

Trustees	times.	Total,	(viz.)	Section No.	further report, that	By other	times.
----------	--------	--------	--------	-------------	----------------------	----------	--------

CLASS BOOK.

Names.

WEEKLY ATTENDANCE.

Morning. *Afternoon.* *Total.*

Monday, . . . . .	. . . . .	. . . . .
Tuesday, . . . . .	. . . . .	. . . . .
Wednesday . . . . .	. . . . .	. . . . .
Thursday, . . . . .	. . . . .	. . . . .
Friday, . . . . .	. . . . .	. . . . .
Average attendance for the week,		_____
Average attendance for the week,		_____

Number on Record at the date of last Report,
Admitted since,

Discharged since last Report,

Total on Register,

Average attendance for the week,

New-York, of 18

Teacher.

WEEKLY ATTENDANCE.

	Monday.		Tuesday.		Wednesday.		Thursday.		Friday.		TOTAL.	AVERAGE.
	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.		
18												
Boys.												
Girls.												

Average attendance for the week ending _____

Total on Register,

New-York, of 18

Teacher.

WEEKLY REPORT OF SCHOOL NO. ()

Number on Record at the date of last Report,
Admitted since,

Discharged since last Report,

Total on Register,

Average attendance for the week,

New-York, of 18

Teacher.

WEEKLY REPORT OF PRIMARY SCHOOL, NO.

Number on Record at the date of last report,
Admitted since,

Discharged since last Report,
Of whom were promoted to Public School
No. and to other Public Schools,

Average attendance for the week, _____

Total on Register,

New-York, of 18

Teacher.

ANNUAL YEARLY STATISTIC BOOK.

ADMISSIONS.								DISCHARGES.								Where gone.						PROMOTIONS.							Register No.	Average Attendance.	REMARKS.
	1	2	3	4	5	6	Total	1	2	3	4	5	6	Total	Priv. Schools.	Pub. Schools.	Ward Schools.	Removed.	Irregular.	Unknown.	1	2	3	4	5	6	P.S. Total				
Jan.																															
Feb.																															
March.																															
Quar. Total.																															
April.																															
May.																															
June.																															
Quar. Total.																															
July.																															
Aug.																															
Sept.																															
Quar. Total.																															
Oct.																															
Nov.																															
Dec.																															
Quar. Total.																															
Yearly Total.																															

PUBLIC SCHOOL YEARLY STATISTIC RECORD:

ADMISSIONS INTO CLASSES.													DISCHARGES FROM CLASSES.													Where Genl.													Promotions to the different Studies.													REMARKS.
Jan.	Feb.	March.	Quar.	Total.	July,	Aug.	Sept.	Quar.	Total.	Oct.	Nov.	Dec.	Quar.	Total.	Yearly Total.	Reg. No Jan. 1.	Total under Inst'n.	from Pub. Schools.	from Prim. Schools.	from Ward Schools.	from Priv. Schools.	Priv. Schools.	Ward Schools.	Reinforced.	Irregular.	Unknown	Compound Rules.	Rule of Three.	Writing on Paper.	Higher Geog.	Astronomy.	History.	Grammar.	Composition.	Algebra.	Geometry.	Trigonometry.	Book-keeping.	Register No.	Average Attendance.												
5	6	7	8	9	Total.	5	6	7	8	9	Total.	5	6	7	8	9	Total.	5	6	7	8	9	Total.	5	6	7	8	9	Total.	5	6	7	8	9	Total.	5	6	7	8	9	Total.	5	6	7	8	9	Total.					

THE foregoing form of a Roll or Attendance Book, is designed for any class, and ruled in columns for every necessary purpose of record.

The first column is for the name.

The second is for the residence.

The third, is to show from what school the child has come. P. S. is put for Public School ; P. D. for Primary Department ; P. for Primary ; W. for Ward, and Pr. for Private School.

The fourth, for the age when entered.

The fifth, for the date of entering the school.

The sixth, for the class first entered.

The seventh, for the date of entrance to the present class.

Then follow twenty-three columns, equal to the number of school-days for the longest months ; each to be headed with the day of the month ; (the month to be written above ;) and the attendance to be marked daily, thus : \ for the morning session ; / for the afternoon ; and \ if late. The marks for each day will stand X \ ; the half day, / \ /. After the twenty-three columns, is a space, in which, to insert at the end of each month, the number of times each scholar has been absent, (or, if preferred, the number of times present.)

The above occupies the left hand page, and the right hand page contains the columns for additional two months. Thus, the open book exhibits the attendance of each pupil for an entire quarter. And, by noting the cause or reason of each one's leaving the class, and each promotion to a higher branch, we have, from month to month, all the data for filling up the Yearly Record, except the number on register and the average attendance,—which will be found in the Weekly Report Book.

As a matter of discipline, the calling of the roll each morning and afternoon, while all is perfect stillness, and each scholar answers to his name, is invaluable. In a school of 125, this may be done in two to four minutes. In a larger school, of

two to four hundred, it will require more time, unless the several classes can be called at the same time.

In very large schools, where each one has his desk and number, the absentees may be marked, (if preferred,) by calling out the vacant numbers.

Dates in the columns to be by figures ; as $\frac{1}{4}$, $\frac{1}{5}$ —for March and May, 1845.

The Yearly Statistic Record is important, as presenting in a condensed form all required information ; thus saving much time and labor, by affording facilities for rendering reports. If there be, but a careful entry at the end of each month, of a single line of figures ; (all of which, except the average and register numbers, may be taken directly from the Roll Books, if properly kept ;) and these be footed at the end of each quarter ; and the quarters be footed at the end of each year ; we shall have before us the entire history of operations, from which, to make out the quarterly and annual reports ;—as well as, the reports for each month, or any number of months,—whether in the same, or different years. By adding the register number at the beginning of the year, to the total of admissions in the year, we shall have the whole number under instruction during some part of the year : and, by the same process, may be determined, also, the results for periods of any number of months, that may be required.

Ten to fifteen minutes is all the time that will be necessary to make out a report from this book, embracing any, or all of these particulars.

* In the Upper Schools, where the changes of desks and classes are monthly, the teacher may find it more convenient, to appropriate a class book, for the purposes of a roll book.

COURSE OF INSTRUCTION.

Directions for practising Dictation, in Primary Schools.

Every child being in his place,—let the Teacher proceed as follows :—(the orders being given by signals, or by words.)

Order 1st. Attention. Every child sits erect,—with hands fixed,*—feet square on the floor,—heels near together, and toes turned out.

2d. Take Slates.—The Slates are taken out, and laid square on the Desk ;—the left end opposite to the centre of the breast.

3d. Clean Slates.

4th. Hands fixed.

5th. The fingers of the left hand on the Desk, resting flat.†

[During these exercises, the Monitors who are assigned to the several Desks, get ready their baskets of pencils ; and, as the Slates are laid on the Desks, they pass through, and see that all is properly adjusted. And, after the Slates are cleaned off, they pass rapidly along in front, dropping a Pencil on, or by, each Slate.]

6th. Take Pencils.

7th. The Dictator, (whether Teacher, or Monitor,) then names the word on the board ;‡ those who are to write the word, repeat it in concert. She enunciates each letter distinctly. The children do the same, and pronounce it. Finally, while she points to the several letters in succession, the children name them, and pronounce the word. The Teacher then says,

8th. Write ;—and passes to the next class ;—and so on through the whole. She now returns to the place of beginning ; and turning the board, again goes through, as before. The

* The hands may be fixed by placing them behind—across the breast—on the lap—or otherwise, at the discretion of the teacher.

† In writing on paper, it may be found necessary to rest the hand on the desk 6 inches from the edge.

‡ A set of Boards is used, having a word on each side : these are placed on stands—one in front of each class.

same routine is repeated, with a second board,—and again, with a third board ;—when each scholar will have written six words.

9th. Clean Slates,—and go through the same process. This, with due rapidity, may be done three times in the half hour ; when, each child will have once written, and twice spelled and pronounced, 18 words.

[While the writing is going on, the Monitors fall behind, and passing back and forth, correct what is wrong.†]

10th. Return Slates, with the last exercises upon them.

The words must be written in perpendicular column, commencing at the top of the Slate, on the left hand corner ; and those who can, must continue writing each word on the same line, till the next is given out.

When the exercise is ended, the Monitors pass rapidly in front,—carrying, each his basket just above the desk ; and each pupil, having his right hand extended with his pencil between his thumb and forefinger, drops it into the basket as it is passed along.

At each interval for cleaning slates, some energetic exercise of the hands and arms, in unison with signal motions given by the dictator, should be practised, as a means of affording relaxation and muscular action to the whole body.

To command attention,—a light slap of the hands, a ring of the bell, or any other slight signal, so as to be heard—or the single word—*look*—is all that is required in giving orders :—significant motions must do the rest.

The boards are designed chiefly for the 3d, and lower classes.

To the higher classes, more difficult words, and words with definitions, must be dictated.

The lower classes, all respond and spell the word once.

Above the 4th, only one child responds.

Every Teacher and Monitor is called upon to make this

† This applies to the position of the slates—the body—the hands—the feet—the words on the slate, and as far as possible, to the writing and spelling.

exercise, (Dictation,) a matter of careful study, on account of its high utility, as a means of mental and physical culture. It awakens the attention, excites intellectual activity, and develops the dormant energies of children, more effectually, and more agreeably, than can be done by any other School exercise whatever.

You have in it, silence, the first requisite of good order, the erect, easy, and appropriate posture,—the eye all alive to catch the first signal,—the muscles all set and braced, for the quick and exact movement.

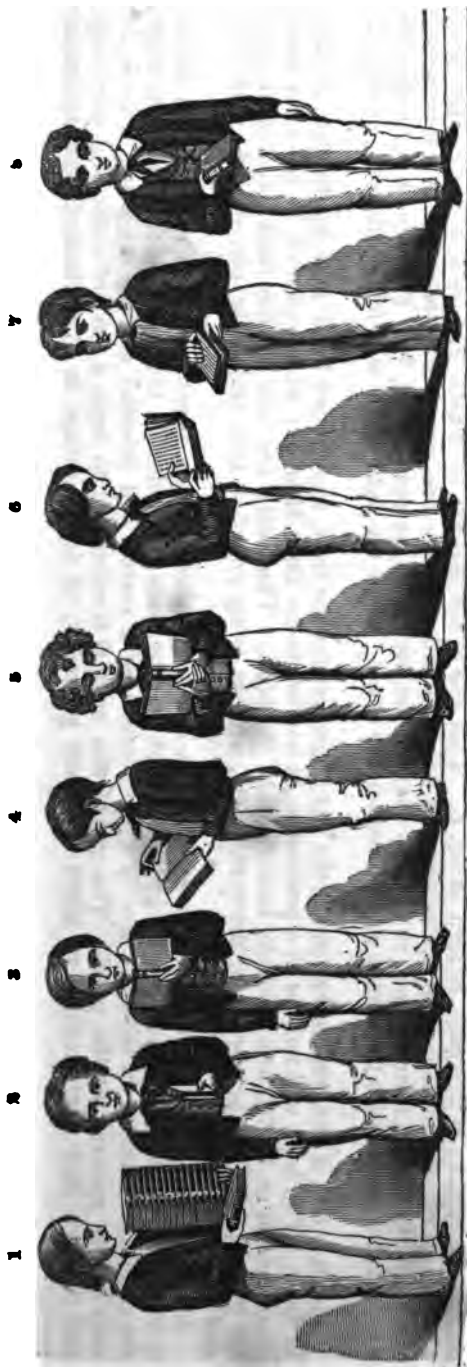
As the eye rests on the word on the board, the mind begins its operations ;—when it is pronounced, the ear lends its aid ;—when each letter is enunciated, the analyzing process is required, and the memory is laid under contribution :—when the response of each falls upon his own ear, another impulse is given ;—and finally, there is the manual process of writing the word on the Slate. In these successive steps, we find the eye, the ear, the tongue, and the hand, aiding, and impelling the mind through a series of exercises, of the highest importance, in expanding and training the youthful intellect.

During Dictation, when properly and energetically performed, (and it must be done with despatch,) the child can get no chance to play, sleep, be idle, or do mischief. The process is, itself, the best and most perfect drill for order. The operations of the Dictator must not be suspended, to give instruction, or to point out errors ;—for, though Dictation is a valuable exercise in learning to write, correct writing is to take up no part of the attention, during its performance. One half-hour each day is set apart for instruction in writing,—which is all sufficient, without interfering with Dictation.

It will thus be seen, that this valuable exercise of Dictation for writing on the Slate, is intended for the purposes of teaching Orthography, and a knowledge of the script character, as fast as the pupils advance in ability to read the Roman or printed

text,—also, to give the pupils an aptitude to transfer correctly to the Slate, what is deposited in the mind ;—all which will eventually make them good spellers, correct writers, and accurate copyists.

Each and every Teacher is instructed and enjoined, to become thoroughly and practically acquainted with the principles and details of this Dictative system ; to cause their Monitors to be thoroughly instructed therein ; and to practice it three separate half-hours each day, with the most rigid exactness and promptitude.



BOOK MANUAL.

THE pupil should stand erect,—his heels near together,—toes turned out,—and his eyes directed to the face of the person speaking to him.

Fig. 1. Represents the Book-Monitor with a pile of books across his left arm, with the backs from him, and with the top of the page to the right hand.

Fig. 2. The Book Monitor, with the right hand hands the book to the Pupil; who receives it in his right hand, with the back of the book to the left; and then passes it into the left hand, where it is held with the back upwards, and with the thumb extended at an angle of forty-five degrees with the edge of the book, (as in fig. 2), until a further order is given.

Fig. 3. When the page is given out, the book is turned by the thumb on the side; and, while held with both hands, is turned with the back downwards, with the thumbs meeting across the leaves, at a point judged to be nearest

the place to be found. On opening the book, the left hand slides down to the bottom, and thence to the middle, where the thumb and little finger are made to press on the two opposite pages. If the Pupil should have thus lit upon the page sought for, he lets fall the right hand by the side, and his position is that of fig. 3.

Fig. 4. But, if he has opened short of the page required, the thumb of the right hand is to be placed near the upper corner of the page, as seen in fig. 4; while the forefinger lifts the leaves to bring into view the number of the page. If he finds that he has not raised enough, the forefinger and thumb hold those already raised, while the second finger lifts the leaves, and brings them within the grasp of the thumb and finger. When the page required is found, all the fingers are to be passed under the leaves, and the whole turned at once. Should the Pupil, on the contrary, have opened too far, and be obliged to turn back, he places the right thumb, in like manner, on the left hand page, and the leaves are lifted as before described.

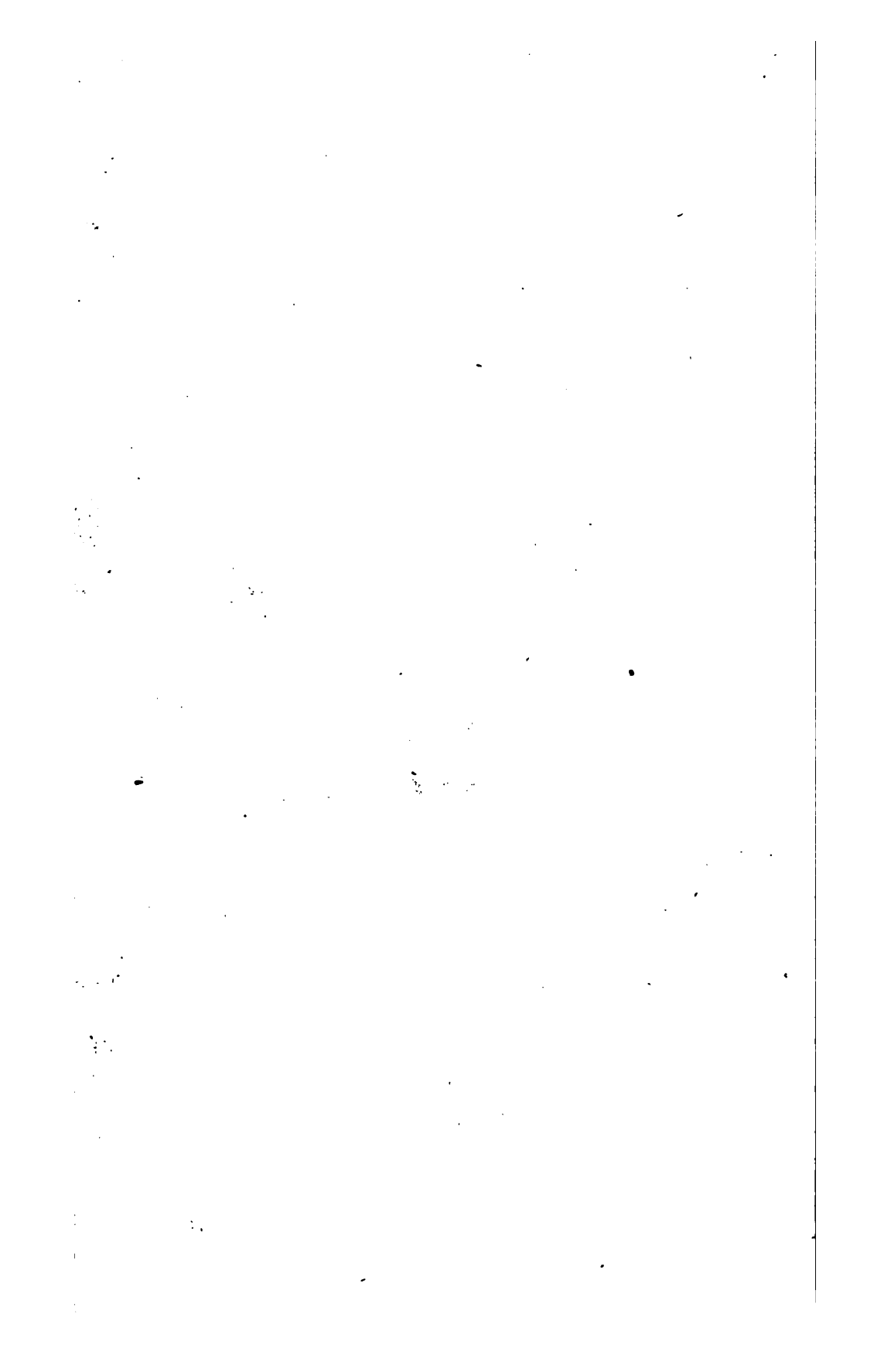
Fig. 5. Should the book be old, or so large as to be wearisome to hold, the right hand may sustain the left, as seen in fig. 5.

Fig. 6, 7. While reading, as the eye rises to the top of the right hand page, the right hand is brought to the position seen in fig. 4; and, with the forefinger under the leaf, the hand is slid down to the lower corner, and retained there during the reading of this page, as seen in fig. 6. This also is the position in which the book is to be held when about to be closed; in doing which, the left hand, being carried up to the side, supports the book firmly and unmoved, while the right hand turns the part it supports over on the left thumb, as seen in fig. 7. The thumb will then be drawn out from between the leaves, and placed on the cover; when the right hand will fall by the side, as seen in fig. 2.

Fig. 8. But, if the reading has ended, the right hand retains the book, and the left hand falls by the side, as seen in fig. 8. The book will now be in a position to be handed to the Book-Monitor; who receives it in his right hand, and places it on his left arm, with the back towards his body. The books are now in the most suitable situation for being passed to the shelves or drawers, where, without being crowded, they should be placed with uniformity and care.

In conclusion, it may be proper to remark, that however trivial these minute directions may appear to some minds, it will be found on experience, that books thus treated, may be made to last double the time that they will do, under the usual management in schools. Nor is the attainment of a correct and graceful mode of handling a book, the only benefit received by the pupil. The use of this manual is calculated to beget a love of *order* and *propriety*; and disposes him more readily to adopt the habit generally, of doing things in a methodical and systematic manner.







red
of time

